



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

REVIEWS

A QUESTION OF VALUES

Professor Boynton's recently published Collection of American Verse,¹ because of its availability, will no doubt be widely used. The editor has not only exercised his own individual taste as to what to include and what to omit, he has also introduced several helpful features in books of the sort—such as footnotes explaining what is referred to in various obscure passages, groups of poems by several hands reflecting the interests of special periods—The American Revolution, for example—and suggestive critical comments intended to call out the student's own judgment. The whole appears as a neat college text, not too bulky or expensive and as readable as such a compilation very well can be.

"As readable as such a compilation can be," we say, for the reason that volumes of selections from various authors are, in the nature of the case, limited in their appeal. Ideally the reader should first explore the complete works of the various authors for himself in order that the significance of the selections and excerpts may be truly felt. Of course the reader would in that case wish to make, if he could, his own volume of choice or representative selections. The problem of economics must, however, be solved, and Professor Boynton's long experience in the giving of college courses in American literature has enabled him to go a long way toward solving it.

One query prompted by the moving events of the times presents itself. Why study American literature in college at all? Three purposes are mentioned in the preface to the volume under review. These are: first, to trace the progress of American poetry, second, to observe the unfolding of American thought, and, third, to discover the chief characteristics of the American poets whose works are represented. In brief, the approach is to be historical and critical. This is the traditional college or university point of view, and it may seem to many gratuitous to challenge it as too limited. But let us at least raise the question whether such a method of approach does not too often fail to result in anything more than "learning"—a respectable body of information but no compelling motives. When all is said, the really vital element in

¹ *American Poetry*. By Percy H. Boynton. New York: Scribner, 1918.

American poetry is the experience of the forceful personalities set forth in it. The privilege of reading is the privilege of sharing through the imagination that experience and of treating one's self to the shaping of ideas and ideals which thoughtful reading of good poetry enables.

Perhaps all of this is meant to be implied in the expression "progressions of American thought," but the apparatus for study which is provided hardly supports such a view. Has the period in American education not arrived when we can afford to take a stand boldly for the greater values in college study? And since textbooks commonly reflect the actual practice of the classroom, may not the textbook be made the chief exponent of a chastened point of view?

In saying which the reviewer wishes to be understood as detracting in no way from the merits of a really admirable and useful book, that will make available in college classes many poems which without it would be to most students nearly or quite inaccessible.

J. F. H.

BOOK NOTICES

[Mention under this head does not preclude review elsewhere.]

Builders of Democracy. By EDWIN GREENLAW. Chicago: Scott, Foresman & Co., 1918. Pp. 333.

"The service, told in song and story, of those who gave us freedom; the new crisis and how it must be met; and the greater freedom that is to come." A concrete presentation of the concept of patriotism.

War Readings. Prepared under the direction of the National Board for Historical Service. Illustrated. New York: Charles Scribner's Sons, 1918. Pp. 265. \$0.75.

Finely illustrated with war posters of the Allies and the United States.

The Liberty Reader. By BERNARD M. SHERIDAN. Chicago: Benjamin H. Sanborn & Co., 1918. Pp. 228.

A compilation of choice pieces inspired by the Great War. Illustrated with photographs.

First Steps in Americanization. By JOHN J. MAHONEY and CHARLES M. HERLIHY. Boston: Houghton Mifflin Co., 1918. Pp. 143. \$0.75.

How to teach English to foreigners. With a bibliography.

The Star-Spangled Banner of Francis Scott Key. Newark, N.J.: A Pamphlet Written and Printed for the Free Public Library, May, 1917.

Echoes of Democracy. By EDWARD CRUSE. Boston: The Gorham Press, 1918. Pp. 60.

Poems by the author of *Songs and Tales*, etc.